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ABSTRACT

This course is designed to familiarize students with the various countries throughout the world in which French is the official language or is widely used. It includes such culturally distinct areas as Canada, Haiti, Africa, Polynesia, and Southeast Asia. Students choose an area which interests them for intensive study. Class discussion is conducted in French; extensive use is made of films, filmstrips, and tapes. Included in the course description booklet are a detailed listing of the broad goals and performance objectives, an outline of course content, suggested procedures for the classroom, and sample evaluations. (Author/HW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE

QUINMESTER PROGRAM



DADE COUNTY PUBLIC SCHOOLS

FOREIGN LANGUAGE

LE FRANÇAIS DANS LE MONDE
(7526.14) (7527.13)

DIVISION OF INSTRUCTION • 1971

FL 004 630

ED 083870

LE FRANÇAIS DANS LE MONDE

(7526.14) (7527.13)

DIVISION OF INSTRUCTION

Dade County Public Schools
1972

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COURSE DESCRIPTION

This course is designed to make students familiar with the various countries throughout the world in which French is the official language or is widely used. It includes such culturally distinct areas as Canada, Haiti, Africa, Polynesia, and Southeast Asia. Students choose an area which interests them for intensive study. Class discussion is conducted in French. Extensive use is made of films, filmstrips, and tapes. This course may be an alternate to 7526.23 or 7526.24.

BROAD GOALS AND PERFORMANCE OBJECTIVES

A. Broad Goals:

1. Studying the location and number of countries and territories where French is spoken to obtain a grasp of the extensive use of French across the globe.
2. Studying the history of the French colonial movement and the expansion of the French language around the world.
3. Studying systematically the French-speaking countries, "départements," and territories in Europe, Africa, the Indian Ocean, Southeast Asia, the Pacific, North America, the Antilles, and South America, with emphasis on the geography, climate, history, culture, and language peculiarities of each.
4. Discussing in acceptable French the knowledge gained in the class.
5. Reading orally and for comprehension content of this course.
6. Writing in acceptable French, short paragraphs on the information gained in class.
7. Developing an appreciation for and a knowledge of cultures of French-speaking countries other than France, including knowledge of and appreciation for the art, music, and literature of these countries.

B. Performance Objectives:

1. Given a list of events in the history of French colonialism, the students will place them in the proper chronological order. Alternately, given a series of multiple choice questions on these events, the students will write the letter of the correct answer to each question.
2. Given a map of the world with the names of countries left out and replaced with numbers, the students will match the numbers with the names of the countries from a list below the map.
3. Given a list of countries, "départements," and territories studied in a given week, the students will write for each the correct designation (country, "département," or territory), the name of its capital, the race(s) of its inhabitants, its principal religions, its major historical events, its principal products or major industries, the names of languages spoken there other than French, and the principal cultural achievements of its peoples. Alternately, given a series of multiple choice questions on the above topics, the students will write the letter of the correct answer to each question.
4. Given a series of multiple choice questions about the status of French overseas "départements," territories and "Communauté" members, the students will write the letter of the correct answer to each question.

For the following objectives, performance is as specified.

5. During the course the students will each bring in at least five supplementary materials about topics studied in the course.
6. Given a topic from the list of topics in course content section "D" of this course, each student will write a term paper in French of at least 1000 words on the topic.
7. Each student will give an oral report in French of ten to fifteen minutes in length on the term paper subject, with the aid of abbreviated notes.
8. Hearing any class discussion, each student will write extemporaneously a summary of ideas discussed in paragraph form.
9. Participating in class discussions each student will in a majority of such sessions, ask/answer questions in French relative to material discussed.
10. Given a page of written French relative to a topic under discussion, the student will read orally in an acceptable manner.
11. Given content relative to a topic under discussion, each student will read for comprehension and answer questions correctly.
12. Given a list of idiomatic expressions peculiar to different French-speaking areas, the students will write the area of country where the expression is principally used.

COURSE CONTENT

- A. A study of the countries and territories where French is spoken. The study should include geography, history, culture, and language peculiarities of each country studied. The course is divided in the following manner:
1. First week - An introduction to the French-speaking world, with a study of the following topics:
 - a. Geography, identifying the French overseas territories and "départements," members of the French "Communauté," and the other French-speaking countries.
 - b. History, showing how and when the French reached or colonized the French-speaking countries and territories. The distinction should be made between colonialism under the old regime and colonialism under the Third Republic.
 2. Second week - A study of the European French-speaking countries, including Switzerland, Luxembourg, Belgium, and Monaco.
 3. Third week - A study of the North African French-speaking countries inhabited mainly by Arabs and Moors, including Morocco, Algeria, Tunisia, Mauritania, and French Somaliland. Mention should also be made of the Lebanese and Syrian mandates.

4. Fourth week - A study of the Black Saharan and Western African French-speaking countries, including Senegal, Mali, Niger, Chad, Guinea, Upper Volta, Ivory Coast, Togo, and Dahomey.
5. Fifth week - A study of the equatorial African French-speaking countries, including Cameroon, Central African Republic, Gabon, Congolese Republic, and the former Belgian colonies of Zaïre, Burundi, and Malawi, plus the Indian Ocean countries, "départements," and territories, including Malagasy Republic, the Comoros, and Réunion, with a mention of Mauritius, Glorioso, Tromelin, Amsterdam and St. Paul, Crozet, Kerguelen, and Terre Adélie.
6. Sixth week - A study of the Southeast Asian French-speaking countries, including Cambodia, Laos, and Vietnam, with a mention of the former French cities in India, and the beginning of a study of the French Pacific territories including New Caledonia and Loyalty Islands, New Hebrides, Wallis and Futuna, Clipperton, and French Polynesia with its divisions into the Marquesas, Society, Tuamotu, and Tubuai island groups.
7. Seventh week - The completion of the study of the French Pacific territories and a study of French-speaking Canada with a mention of St. Pierre and Miquelon and speakers of French in the United States, especially in Northern New England and Louisiana.

8. Eighth week - A study of the French Antilles, including Haiti, Martinique, Guadeloupe, and St. Martin and St. Barthelemy, plus French Guiana.
 9. Ninth week - A study of the status of French overseas "départements," territories, and "Communauté" members. (Leeway has been provided here for finishing oral reports, administering the quinmester exam, and for overlap from previous weeks' work.)
- B. Continued practice in the aural-oral skills through listening to lectures, class discussion, hearing and viewing films, and giving the oral report (see E, below).
 - C. Continued practice in reading and writing skills through reading and writing summaries of supplementary materials, taking and reading class notes, writing summaries of oral reports and class discussions taking quizzes and tests, and researching and writing the term paper (see D, below).
 - D. A term paper in French of at least 1000 words. Suggested topics are the following:
 1. A detailed study of one of the countries where French is spoken.
 2. A group of neighboring countries where French is spoken, showing similarities and contrasts.
 3. One of the ethnically-related groups of people, showing their development under the rule of France as opposed to that of other colonial powers. Examples of such groups are Arabs, Black Africans, Polynesians, and West Indians.

4. A detailed study of the history of the expansion of the French colonies.
5. The independence movement in the French colonies.
6. The French "Communauté" its origin, development, and future.
7. The concept of "Négritude" and its effect on the peoples of Black Africa and Haiti and the French West Indies.
8. Clothing differences and similarities among French-speaking countries.
9. Art in various French-speaking countries.
10. Music in various French-speaking countries.
11. Literature in various French-speaking countries.
12. A topic of the student's choice, subject to approval by the teacher.

E. An oral report in French of ten to fifteen minutes in length on the term paper subject. The report should be neither read nor memorized, but given with the aid of abbreviated notes.

SUGGESTED PROCEDURES

- A. Before undertaking the teaching of this course, the teacher should thoroughly familiarize himself with the course content and arrange for maps, films, and other materials to be on hand as each new area is studied.
- B. Whereas lectures are essential to transmit the material of this course because of the lack of a textbook, the teacher should be careful not to let the lectures take up all the class time. An effective method for preventing this occurrence is to assign the topics for written and oral reports early in the course and then have the students give their oral reports as the topic about which they are writing is studied. Opportunity should then be provided for members of the class to ask questions of the reporter. Class discussion of the report should follow, with the teacher leading the discussion, or better, with a capable student leading the discussion. This procedure has the added benefit of eliminating the need for the teacher to correct stacks of reports at the end of the term.
- C. In a small class the teacher may wish to assign two or more shorter term papers and oral reports to assure adequate coverage of the topics to be studied.
- D. Some extra credit could be given for bringing in supplementary materials in addition to the required five.

- E. Because of the lack of a textbook, it is suggested that the teacher maintain a file of term papers for future reference.
- F. Since the students know that they will be evaluated on pronunciation and intonation when giving the oral reports, the teacher should be prepared to provide the students with pronunciation and/or intonation exercises to improve their speech.
- G. Talented students should be encouraged to give dramatic readings by authors from countries being studied, to sing songs or play instrumental music popular in or characteristic of countries being studied, and to present displays of art objects or pictures of art objects from countries being studied.
- H. Bulletin board displays prepared by the students are an effective method of enhancing student interest.
- I. Students owning or having access to short-wave radios should be encouraged to listen to emissions from countries studied and if possible to tape them for replay in class. Or, they might arrange to bring in the radio for listening to emissions on the air during class time.
- J. There will probably be natives of various areas being studied who would be willing to speak to the class. The teacher should actively seek such outside speakers and encourage the members of the class to do the same.

SAMPLE EVALUATIONS

Instrument for measuring performance objective (1). Put the following list of events into its proper chronological sequence:

1. Fondation des villes en Inde (Mahe, etc.)
2. Vente de la Louisiane aux États-Unis
3. Fondation de l'Indochine
4. Traité de Westphalie
5. Les mandats français en Afrique et en Moyen-Orient
6. Guerre de Cent Ans
7. Fondation de Québec
8. Traité de Paris après les cent jours
9. Acquisition de Madagascar
10. Traité d'Utrecht
11. l'indépendance des colonies africaines
12. Conquête de l'Algérie
13. Acquisition de l'Indochine

Answers: 7, 4, 1, 10, 6, 2, 8, 12, 3, 13, 9, 5, 11.

Instrument for measuring performance objective (3). Following is a sample multiple choice test covering the third week's work:

1. La ville d'Alger fut fondée en ____.
a. 1667 b. 1830 c. 1847
2. Le Maroc fut placée sous la protection de la France ____.
a. à la fin de la Grande Guerre
b. à la suite d'une série d'actes anarchiques
c. par le Sultane Mohammed V.

3. La Tunisie fut conquise ____.
 - a. en 1881
 - b. par des Algériens
 - c. en même temps que le Maroc.
4. La Côte française de Somalis ____.
 - a. existe depuis 1796
 - b. est une source de pétrole
 - c. risque d'être absorbée par la Somalie
5. La Syrie et le Liban ____.
 - a. furent des colonies françaises
 - b. furent placés sous le mandat français en 1918
 - c. sont des membres de la Communauté française
6. La capitale du Maroc est ____.
 - a. Rabat
 - b. Casablanca
 - c. Marrakech
7. La Mauritanie ____.
 - a. est légèrement surpeuplée
 - b. est peuplée surtout par des nomades primitifs
 - c. est très industrialisée
8. Le port principal de la Mauritanie est ____.
 - a. Port Étienne
 - b. Port-au-Prince
 - c. Tombouctou
9. La capitale de la Côte française des Somalis est ____.
 - a. Mogadishu
 - b. Addis Ababa
 - c. Djibouti

10. Un produit principal de la Côte française des Somalis est ____.
- a. le sel
 - b. la houille
 - c. du blé
11. Un produit principal de la Mauritanie est ____.
- a. le cuivre
 - b. le pétrole
 - c. le minéral de fer
12. L'industrie principale du Maroc est ____.
- a. l'agriculture
 - b. le pétrole
 - c. la métallurgie
13. L'exportation principale de l'Algérie consiste en ____.
- a. du vin
 - b. du pétrole
 - c. des poissons
14. Le dictateur de l'Algérie après son indépendance fut ____.
- a. le Sulttan Mahomat V
 - b. Ahmed Ben Bella
 - c. Houari Boumédiène
15. Une région de montagnes en Afrique du Nord s'appelle ____.
- a. les Alpes
 - b. les Montagnes Rocheuses
 - c. les Atlas

16. Le vent qui rechauffe tout l'Afrique du Nord en été s'appelle ____.
- a. le sirocco
 - b. le mistral
 - c. le vent tunisien
17. Les nations du Maroc, l'Algérie, et la Tunisie forment ce qui s'appelait autrefois ____.
- a. L'Afrique Occidentale française
 - b. le Maghreb
 - c. l'union française
18. Le produit principal de la Tunisie est ____.
- a. des céréales
 - b. le mouton
 - c. la houille
19. Les Français appellent les habitants européens de l'Afrique du Nord des ____.
- a. Musulmans
 - b. émigrés
 - c. Pieds Noirs
20. La langue principale de la Tunisie est ____.
- a. la langue berbère
 - b. l'arabe
 - c. le français

21. Le Maroc était partagé autrefois entre le règne de la France et ____.
- a. celui de l'Espagne
 - b. celui de l'Angleterre
 - c. celui du Portugal
22. Les nations de l'Afrique du Nord française participent ____.
- a. à la communauté française
 - b. au zone franc
 - c. à l'O. N. U.
23. La religion principale des pays de l'Afrique du Nord est ____.
- a. le Catholicisme
 - b. le voudou
 - c. l'Islam
24. La langue officielle de la Mauritanie est ____.
- a. le français
 - b. le berbère
 - c. l'anglais
25. Le nord de l'Algérie s'appelle ____.
- a. Alger
 - b. le Tell
 - c. le Transvaal

Instrument for measuring performance objective (4). Following is a series of multiple choice questions about the French "Communauté."

1. Une des raisons principales pour les liens étroits entre les colonies et la métropole était _____.
 - a. les produits et les matériels des colonies
 - b. les marches que les colonies offrirent aux métropolitains
 - c. l'appui que les colonies donnèrent à la métropole pendant la 2e guerre mondiale
 - d. aucune des réponses ci-dessus
2. L'immense étendue des colonies françaises en 1940 fut largement due _____.
 - a. à la philosophie de Colbert
 - b. à la philosophie de Napoléon III
 - c. au traité d'Utrecht
 - d. aux efforts des esclaves
3. L'Union Française fut l'oeuvre _____.
 - a. de la 3e république
 - b. de la 4e république
 - c. de la 5e république
 - d. aucune des réponses ci-dessus
4. Une des premières colonies à achever son indépendance fut _____.
 - a. le Maroc
 - b. Togo
 - c. la République Malgache
 - d. le Liban

5. La communauté française fut l'oeuvre ____.
- a. de la 3e république
 - b. de la 4e république
 - c. de la 5e république
 - d. de la 6e république
6. Le président de la Communauté était au début ____.
- a. le premier ministre de la république
 - b. le président de la république
 - c. un conseil de membres du Sénat
 - d. élu par les membres du Sénat
7. Parmi les départements d'outre-mer se trouve ____.
- a. La Cameroune
 - b. La Syrie
 - c. La Nouvelle Calédonie
 - d. La Réunion
8. Une ancienne colonie qui opta pour ne pas participer à la Communauté fut ____.
- a. les Nouvelles Hébrides
 - b. Burundi
 - c. Gabon
 - d. la Guinée
9. Une ancienne colonie qui ne participe pas à la Communauté à cause d'une guerre avec la métropole et à cause de tendances vers le marxisme est ____.
- a. l'Algérie
 - b. la République Malgache
 - c. le Sénégal
 - d. aucune des réponses ci-dessus

10. Le contraste entre l'indépendance paisible des anciennes colonies françaises et celles de (du)-- est remarquable.
- a. Portugal
 - b. la Belgique
 - c. l'Angleterre
 - d. toutes les réponses ci-dessus
11. La religion principale des membres de la Communauté est ____.
- a. le Catholicisme
 - b. le Protestantisme
 - c. le Bouddhisme
 - d. l'Islam
12. Les anciennes colonies françaises tendent à ____.
- a. se grouper selon les anciens groupements de colonies
 - b. rester indépendants les uns des autres
 - c. se quereller avec la France
 - d. refuser de l'aide financière de la France
13. L'OCAM contribue à ____.
- a. des guerres d'indépendance en Afrique occidentale
 - b. la libération des colonies portugaises
 - c. l'union économique de ses membres
 - d. aucune des réponses ci-dessus

14. Parmi les contributions de la France aux membres de la Communauté ne se trouve pas ____.
- a. l'envoi de troupes de la Légion Étrangère en cas de guerre civile
 - b. l'aide pécuniaire
 - c. l'envoi de troupes de l'armée française en cas de révolte
 - d. l'aide technique
15. Une des contributions principales de la France aux anciennes colonies est ____.
- a. la vente de ses épices exotiques
 - b. l'envoi de membres du "corps de paix" français
 - c. son système de lois
 - d. son vin
16. Le zone fran est ____.
- a. Le zone libre en France pendant la 2e guerre mondiale
 - b. composé de presque toutes les anciennes colonies françaises
 - c. un zone de stationnement libre dans les colonies
 - d. une union spéciale en Afrique centrale
17. La France importe à peu près ____ des produits des anciennes colonies.
- a. 25% b. 50% c. 75% d. 100%
18. A peu près ____ des importations des anciennes colonies vient de la France
- a. 25% b. 50% c. 75% d. 100%

19. On peut dire que les liens les plus forts entre la France et une des anciennes colonies sont ceux de la France et ____.

- a. le Sénégal
- b. la Guyane
- c. la Cameroune
- d. Laos

20. Dans l'avenir, on peut s'attendre à voir ____.

- a. moins de coopération entre les membres de la communauté
- b. une union plus forte entre les membres de la communauté
- c. la dissolution de la communauté
- d. l'indépendance de la Guyane

Instrument for measuring performance objective (5). The supplementary materials should be evaluated on a scale of 1-5, with a rating of 3 considered average, for each of the following areas:

- 1. Appropriateness of the object to materials under study
- 2. Effectiveness of presentation or display
- 3. Quality of the object.

The combined score should be assigned a letter grade according to the following scale:

A 14-15; B 11-13; C 8-10; D 5-7; F 0-4.

Instrument for measuring performance objectives (6 and 8).
The term paper and other written work should be rated on a scale of 1-5, with a rating of 3 considered average, for each of the following areas:

1. Content - adequacy of content, treatment of the subject
2. Form - correctness of French, lack of spelling or other grammatical errors
3. Clarity - clarity of ideas; use of proper sentence structures, paragraph structures, connective words.

The combined score should be assigned a letter grade on the same scale as that of evaluation of performance objective 5.

Instrument for measuring performance objective (7). The oral report should be evaluated on a scale of 1-5, with a rating of 3 considered average, for the following areas:

1. Content - adequacy of content, treatment of the subject
2. Correctness of French -- lack of grammatical errors or improper use of words.
3. Pronunciation and intonation

The combined score should be assigned a letter grade on the same scale as that of evaluation of performance objective 5.

SUGGESTED SOURCES OF INFORMATION BY THE WRITER

- A. The basic reference: maps - Maps of all areas studied in this course should be available from your social studies department.
- B. Materials available from the instructional materials center for Dade County in the Lindsey Hopkins Building (with catalog numbers):

1. FILMS:

Africa is my home	1-12155
African Continent: An introduction	1-12109
African Continent: Northern Region	1-12113
African Continent: Tropical Region	1-12108
Canada: Industrial Provinces	1-12165
Canada's History - Colony to Commonwealth	1-12649
Introducing Belgium	1-11968
Introducing Luxembourg	1-11969
A Journey in Tunisia	1-04781
Life in an oasis (North Africa)	1-04782
The Rise of Nationalism in Southeast Asia	1-13323
Southeast Asia: Lands and Peoples	1-12609
Switzerland	1-31430
Switzerland and Austria: The Mountain Countries	1-13548
Two Arab boys in Tangier, Morocco	1-12632
French exploration in the New World	1-05315

2. TRANSPARENCIES:

Africa	2-00112
Africa (Outline map no. T-1051)	2-00285
History: French Explorations	2-00217
World History Map Series	2-30155

3. TAPES:

Explorations of Père Marquette	3-00112
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4. SLIDES:

Oceania-Australia	5-20186
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C. Materials available from U. S. foreign language supply houses:

1. FILMS:

P'tit Jean s'en va aux chantiers; Wible Language Institute.

2. TRANSPARENCIES:

"The African Experience"; Milliken Publishing Company.
"Africa"; Milliken Publishing Company.

3. FILMSTRIPS:

"Afrique Occidentale"; Programmed Language Instruction, Incorporated.

"La Belgique"; Programmed Language Instruction, Incorporated.

"French Culture in North America" (Set of four LPs and four strips); Educational Audio Visual, Incorporated.

"Le Maroc"; Programmed Language Instruction, Incorporated.

"Le Sahara"; Programmed Language Instruction, Incorporated.

4. SLIDES:

"Belgium"; Wible Language Institute.

"Switzerland"; Wible Language Institute.

"Martinique"; Wible Language Institute.

"Monaco"; Wible Language Institute.

"Luxembourg"; Wible Language Institute.

5. RECORDS:

"Poésie de la Négritude"; Educational Audio Visual, Incorporated.

6. BOOKS:

Africa; Houghton Mifflin.

Belgium: Comparative Culture and Government; National Textbook Company.

Dialogue Africain Contemporain (a Peace Corps course); Center for Curriculum Development.

Guide-France; Hachette.

Haiti; General Secretariat of the O. A. S.

Switzerland: Comparative Culture and Government; National Textbook Company.

D. BOOKS: Hundreds of books are available on the vast range of topics covered in this course. Following is a fairly comprehensive list of books available in many school libraries or the county library system, as well as a number of less common books. They are listed by subject heading.

AFRICA (General):

Africa: The Art of The Negro Peoples by Elsy Louzinger, McGraw-Hill, 1960.

Africa's Search for Identity by Victor C. Ferkiss, Braziller, 1966.

African Art: Its Background and Traditions by Rene Wassing, H. N. Abrams, 1968.

African Art: Sculpture by Pierre Meauze, World Publishing Company, 1968.

African and Oceanic Art by Margaret Trowell, H. N. Abrams, 1968.

An Atlas of African Affairs by Andrew Boyd and Patric van Rensling (Rev. Ed.), Praeger, 1965.

Congo Explorer by Pierre Savorgnan de Brazza, Scribner, 1960.

Equatorial Africa: The New World of Tomorrow by Glenn D. Kilthy, Nelson, 1969.

French-Speaking Africa Since Independence by Guy de Lusingnan, Praeger, 1969.

Meet North Africa by John Gunther, Harper, 1957.

Modern Africa by Peter McEwan, Crowell, 1965.

The New Nations of Africa by Ben Wallenburg, Hart Publishing Company, 1963.

The New Africa by Ellen and Attilio Satti, Scribner, 1960.

New Nations by Lucy Philip Mair, University of Chicago Press, 1963.

North Africa by Romalo Steel, H. W. Wilson, 1967.

Picture Map Geography of Africa by Vernon Quinn, Lippincott, 1964.

Understanding Africa by E. Jefferson Murphy, Crowell, 1960.

West Africa: The Former French States by John D. Hargreaves, Prentice Hall, 1967.

West Africa Today by Nancy L. Hoepli, H. W. Wilson, 1971.

The Wretched of the Earth by Fanon Frantz, Grove Press, 1965.

ALGERIA:

Algeria and France: From Colonialism to Cooperation, Praeger, 1963.

Algeria and France, 1830-1963 by Gouton, Jacques R., Ball State University Press, 1965.

The Passing of French Algeria by David C. Gordon, Oxford University Press, 1966.

CAMBODIA:

Cambodia: Its People, Its Society, Its Culture by David J. Steinberg, HRAF Press, 1959.

A Short History of Cambodia by Martin Florian, Praeger, 1958.

BELGIUM:

Belgium by Margo Lyon, Walker, 1971.

Belgium by Vernon Mellinson, Praeger, 1970.

CAMEROONS:

The Cameroons, From Mandate to Independence by Victor T. Levine, University of California Press, 1964.

CENTRAL AFRICAN REPUBLIC:

Political Leadership in Africa (covers politics in Central African Republic and other nations of Africa) by Victor T. Levine, Hoover Institute on War, Revolution, and Peace, 1967.

CHAD:

The Republic of Chad, Hour of Independence by the French Embassy to the U. S., 1961.

CONGO (Brazzaville):

Sweet Smell of Mangoes: An Artist Looks at the French Congo by Sigfrid Sodergren Dutton, 1968.

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